

Kindergarten Writing Lesson #1 with Narrative Prompt

Title:	Summertime
Grade:	Kindergarten
Core Standards:	LA Standard 8–Students write daily to communicate effectively for a variety of purposes and audiences. Science Standard III Obj. 1–Investigate changes in the seasons.
Objective/Purpose:	Students will write to describe a summer activity.
Time Required:	Two 30-minute lessons
Teacher Materials:	Picture book about the seasons Bag with summer objects (swimsuit, sunglasses, sprinkler head, sunblock, toy car, etc.)
Student Materials:	Writing paper Pencil

What to Do:

Session 1

1. Read a book about the seasons (for example: *Caps, Hats, Socks; Mittens; Changing Seasons*; or *The Apple Pie Tree*).
2. Discuss what summer is like and how it is different from other seasons.

Session 2

1. Have a bag with summer-related items inside (sunglasses, a swimming suit, a sprinkler head, etc.). Have students take turns taking out one item at a time. Discuss how each item might be used in the summer.
2. Read the prompt. Allow students sufficient time to write.

Writing Prompt: Write to tell about one of your favorite things to do in the summer.

Student Paper #1
(Kindergarten Student)

Title: "Summertime"

April 13 2004
We go to Lu Goun in the
summer With my Grampa,
and Grama and my Mom and
Dad there is en plane
and scirid and ro lreosst
and a chrane
skyride
train

Student Paper #1
(Kindergarten Student)

Commentary
(Exemplary Example)

Title: “Summertime”

IDEAS AND CONTENT:

- The writing contains sentences that embellish and expand.
- Student includes a topic and several details.
- The writing shows clarity and focus.

ORGANIZATION:

- The writing is balanced on the page.
- Ideas are grouped together.

VOICE:

- The writing shows personality through the choice of activities the student chooses to write about.

WORD CHOICE:

- The writer “stretches” to use new and precise words: *train, roller coaster, sky ride, airplanes, grandma, grandpa, Lagoon.*

SENTENCE FLUENCY:

- The writer experiments with longer sentences by stringing words together.

CONVENTIONS:

- All high frequency words are spelled correctly.
- Student correctly capitalizes names and the beginning word in a sentence.
- Some words are spelled phonetically but are easily read.

WHAT TO DO NEXT WITH THIS STUDENT:

- Model punctuation and capitalization through interactive writing.
- Encourage student to expand ideas to make the story more interesting.
- Encourage the use of a story title.

Student Paper #2
(Kindergarten Student)

Title: "Summertime"

I --- WANT --- TO GO SWIMMING

AT THE WATER --- PARK ---

I WILL PUT ON SUNSCREEN

ON ---

**Student Paper #2
(Kindergarten Student)**

**Commentary
(Average Example)**

Title: "Summertime"

IDEAS AND CONTENT:

- The paper includes two sentences that expand on the topic.
- The writing shows clarity and focus on the topic.

ORGANIZATION:

- The writing is balanced on the page.
- There is evidence of revision. The student erased "go" and wrote "put" and changed "city" to "water."

VOICE:

- Shows emerging personality in writing.

WORD CHOICE:

- The student "stretches" to use new/precise words, such as *sun screen*, *park*, *swimming*, and *water*.

SENTENCE FLUENCY:

- The student uses more complex sentence structures, rather than just repeating, "I like."

CONVENTIONS:

- High frequency words are spelled correctly.
- The punctuation is correct.
- The student capitalizes "I."
- Some words are spelled phonetically but are readable (*pork* for *park*, *wont* for *won't*).

- The paper shows directionality, and the writer spaces between words.

WHAT TO DO NEXT WITH THIS STUDENT:

- Model capitalization and the proper use of lines through interactive writing.
- Encourage the child to reread the final piece for clarity.

Kindergarten Writing Lesson #2 with Descriptive Prompt

Title:	All About Me
Grade:	Kindergarten
Core Standards:	LA Standard 8–Students write daily to communicate effectively for a variety of purposes and audiences.
Objective/Purpose:	Students will write to describe something about themselves.
Time Required:	45 minutes
Teacher Materials:	Mirrors Chart paper Water-based markers
Student Materials:	Writing paper Pencil Drawing paper Crayons

What To Do:

Session 1

1. Hold a mirror up to your face and describe yourself to the students. As you describe yourself, draw a picture of what you see on a piece of chart paper.
2. Distribute mirrors to students and have them look at themselves and describe what they see.
3. Have the students draw pictures of themselves, reminding them to include the details they saw and described.

Session 2

1. Review the previous session. Using the picture you drew of yourself, model write a description of yourself (for example: "I have red hair. My eyes are green. I have a nice smile").
2. Read the prompt. Distribute the self-portraits and writing paper to the students. Allow students sufficient time to complete the writing task.

Writing Prompt: Write to tell me what you look like.

Student Paper #1
(Kindergarten Student)

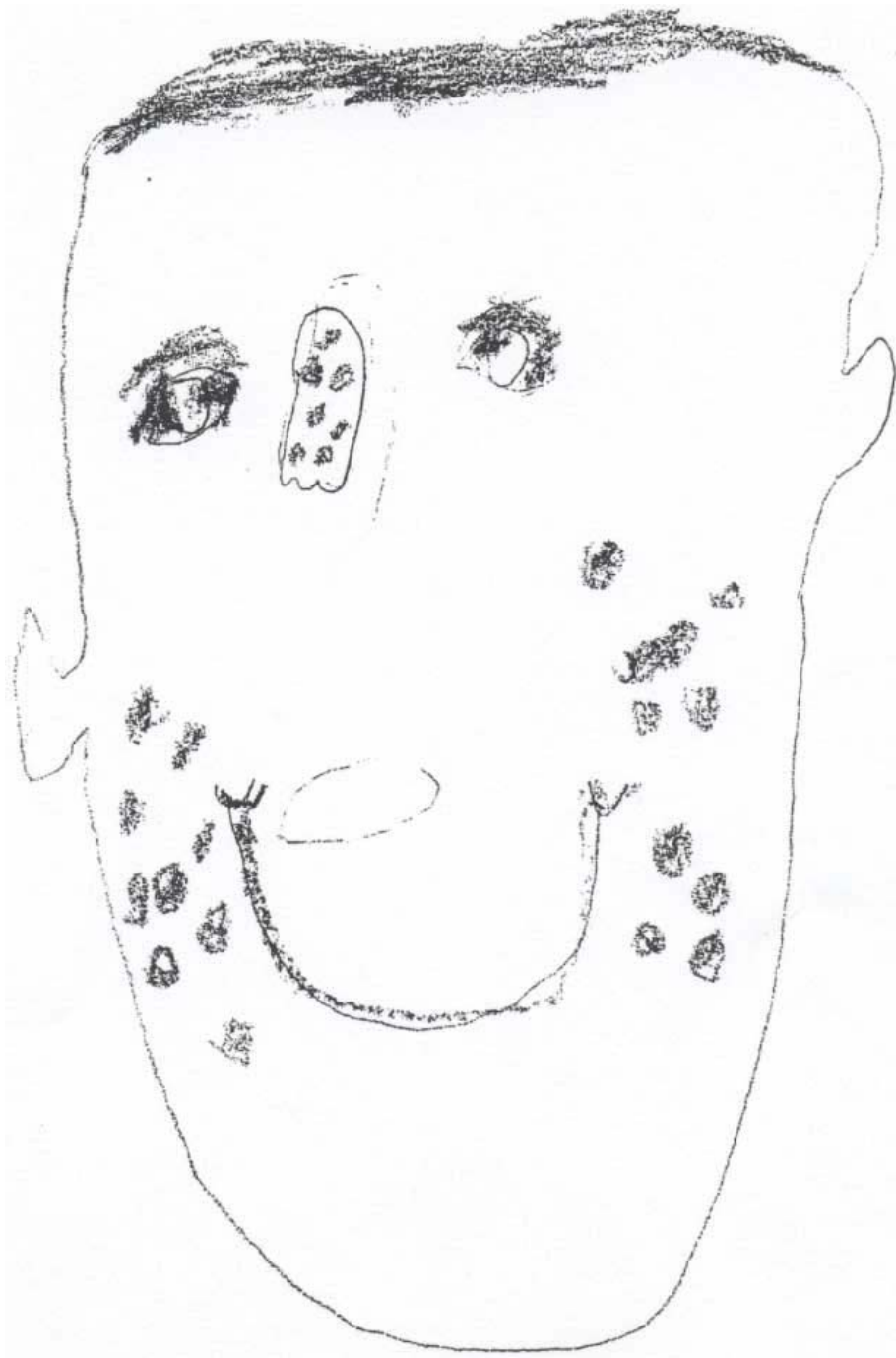
Title: "All About Me"

4-16-04

I am a Amarocho. I have freckles. I have
blue eyes. I have brown hair and
my freckles are on my nose and
cheeks. I have a scar on my nose.

**Illustration for Student Paper #1
(Kindergarten Student)**

Title: "All About Me"



**Student Paper #1
(Kindergarten Student)**

**Commentary
(Exemplary Example)**

Title: “All About Me”

IDEAS AND CONTENT:

- The writer attends to details such as, “Freckles are on my nose and cheeks.”
- The writer notices little things that others might not notice: “I have a scar on my nose.”
- The writer includes seven physical features on his face.

ORGANIZATION:

- The paper shows excellent correlation between the text and student drawing.

VOICE:

- The student writes some unusual sentences: “I am an American.” “I have a scar on my nose.”

WORD CHOICE:

- The writer “stretches” to use new and precise words: *American, freckles, scar, cheeks*.

SENTENCE FLUENCY:

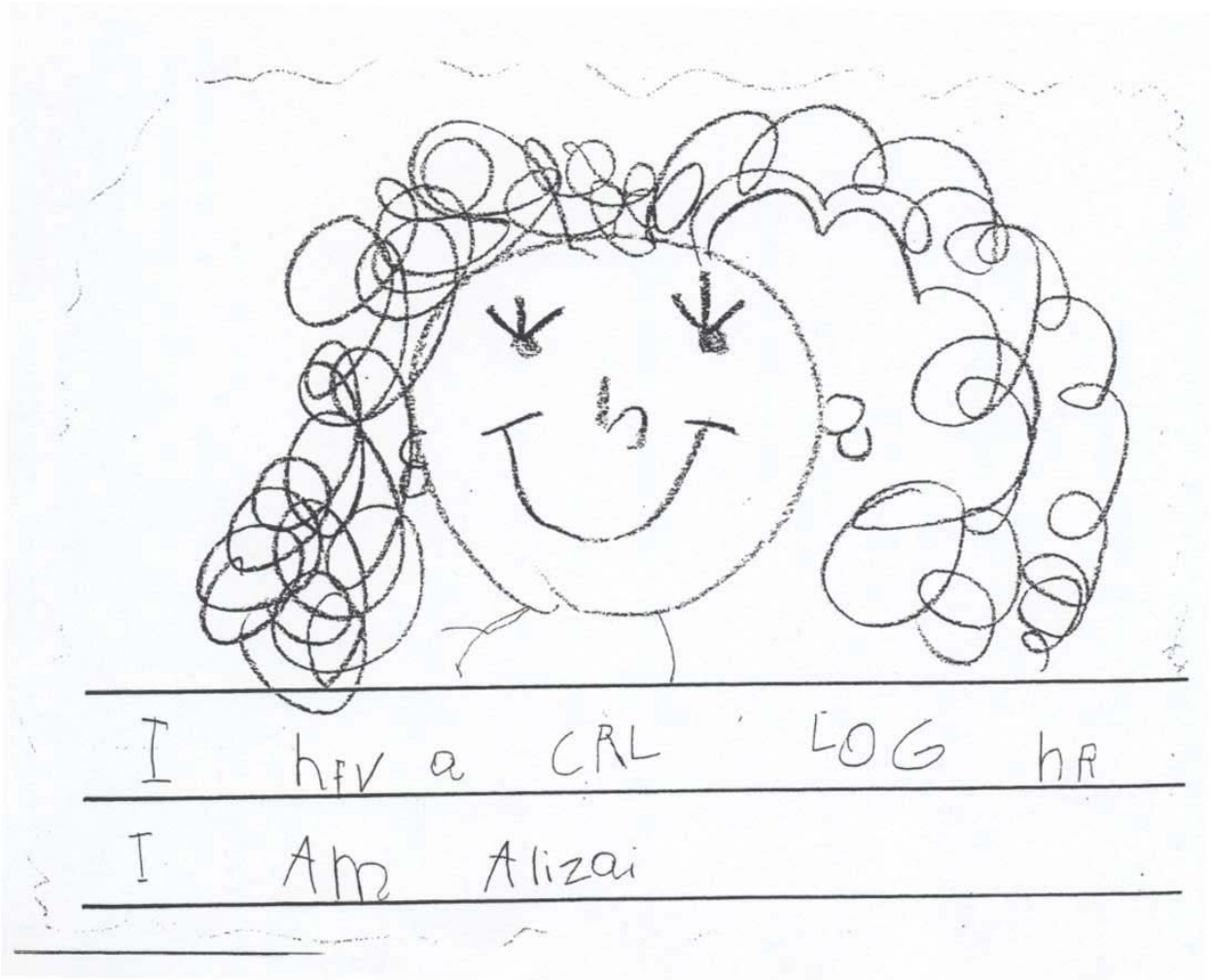
- The writer demonstrates the use of more complex sentences: “I have brown hair and I have freckles on my nose and cheeks.”
- The student uses long and short sentences.

CONVENTIONS:

- All high frequency words are spelled correctly.
- Some words are spelled phonetically but are readable: *Amaracn, checs, frecls*.

Student Paper #2
(Kindergarten Student)

Title: "All About Me"



**Student Paper #2
(Kindergarten Student)**

**Commentary
(Average Example)**

Title: “All About Me”

IDEAS AND CONTENT:

- The writer pays attention to some details: “curly long hair”; eyelashes and earrings in the student drawing.
- The writing includes two physical features from the picture of her face.

ORGANIZATION:

- The student text and picture match.
- There is balance on the page between the drawing and the writing.

VOICE:

- One unusual detail and bit of sparkle: “I have curly long hair.”
- The drawing shows emotion and personality: curly hair, eyelashes, earring, smile, nose, and there is a border around the drawing and text.

WORD CHOICE:

- The student “stretches” to use new/precise words, such as “curly long hair.”

SENTENCE FLUENCY:

- Both sentences contain a subject and verb.
- One sentence is long, the other short.

CONVENTIONS:

- Some high frequency words are spelled correctly.
- The writer spaces between words.
- There is left-to-right orientation.
- The student writes on the lines.

- The student capitalizes “I.”
- The spelling is readable.

WHAT TO DO NEXT WITH THIS CHILD:

- Provide the child with more lines for writing to encourage the child to extend more.
- Through interactive writing, model more complex sentence structures.
- Encourage the use of resources such as the “word wall” and shared readings.